

## Limestone/Central Elementary

727 Pacolet Highway  
Gaffney, South Carolina 29340

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	402 Students	
<b>Principal</b>	Rick Wilkins	864-487-1249
<b>Superintendent</b>	Dr. William B. James	864-902-3500
<b>Board Chair</b>	Mrs. Sandra B. Greene	864-902-3542

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	48	33	2	0

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Average	Unsatisfactory	Yes

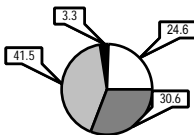
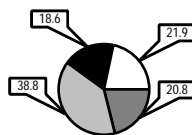
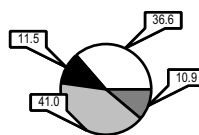
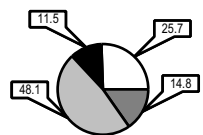
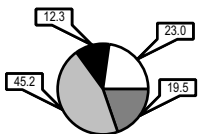
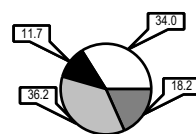
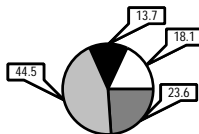
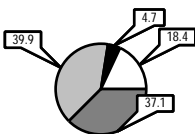
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	198	100.0	24.1	40.6	29.9	5.3	46.5	Yes	Yes
<b>Gender</b>									
Male	104	100.0	33.7	33.7	27.6	5.1	41.8		
Female	94	100.0	13.5	48.3	32.6	5.6	51.7		
<b>Racial/Ethnic Group</b>									
White	104	100.0	12.6	43.7	35.9	7.8	57.3	Yes	Yes
African American	85	100.0	36.4	40.3	20.8	2.6	32.5	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	178	100.0	22.0	42.3	32.1	3.6	48.2		
Disabled	20	100.0	42.1	26.3	10.5	21.1	31.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	198	100.0	24.1	40.6	29.9	5.3	46.5		
<b>English Proficiency</b>									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	191	100.0	22.5	41.8	30.2	5.5	47.3		
<b>Socio-Economic Status</b>									
Subsidized meals	116	100.0	36.4	43.0	16.8	3.7	30.8	Yes	Yes
Full-pay meals	82	100.0	7.5	37.5	47.5	7.5	67.5		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	198	100.0	21.4	38.5	20.3	19.8	57.8	Yes	Yes
<b>Gender</b>									
Male	104	100.0	24.5	38.8	17.3	19.4	53.1		
Female	94	100.0	18.0	38.2	23.6	20.2	62.9		
<b>Racial/Ethnic Group</b>									
White	104	100.0	14.6	30.1	27.2	28.2	68.9	Yes	Yes
African American	85	100.0	31.2	46.8	11.7	10.4	41.6	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	178	100.0	19.6	39.3	20.8	20.2	58.9		
Disabled	20	100.0	36.8	31.6	15.8	15.8	47.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	198	100.0	21.4	38.5	20.3	19.8	57.8		
<b>English Proficiency</b>									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	191	100.0	21.4	37.9	20.3	20.3	57.7		
<b>Socio-Economic Status</b>									
Subsidized meals	116	100.0	31.8	45.8	14.0	8.4	40.2	Yes	Yes
Full-pay meals	82	100.0	7.5	28.8	28.8	35.0	81.3		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	198	100.0	35.8	40.1	10.7	13.4	24.1
<b>Gender</b>							
Male	104	100.0	37.8	35.7	12.2	14.3	26.5
Female	94	100.0	33.7	44.9	9.0	12.4	21.3
<b>Racial/Ethnic Group</b>							
White	104	100.0	26.2	38.8	12.6	22.3	35.0
African American	85	100.0	48.1	41.6	7.8	2.6	10.4
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	178	100.0	33.3	42.3	11.9	12.5	24.4
Disabled	20	100.0	57.9	21.1	0.0	21.1	21.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	198	100.0	35.8	40.1	10.7	13.4	24.1
<b>English Proficiency</b>							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	191	100.0	35.2	40.7	10.4	13.7	24.2
<b>Socio-Economic Status</b>							
Subsidized meals	116	100.0	52.3	34.6	8.4	4.7	13.1
Full-pay meals	82	100.0	13.8	47.5	13.8	25.0	38.8

<b>Social Studies</b>							
All Students	198	100.0	25.1	47.1	14.4	13.4	27.8
<b>Gender</b>							
Male	104	100.0	25.5	43.9	12.2	18.4	30.6
Female	94	100.0	24.7	50.6	16.9	7.9	24.7
<b>Racial/Ethnic Group</b>							
White	104	100.0	21.4	41.7	18.4	18.4	36.9
African American	85	100.0	29.9	54.5	7.8	7.8	15.6
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	178	100.0	23.2	48.8	15.5	12.5	28.0
Disabled	20	100.0	42.1	31.6	5.3	21.1	26.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	198	100.0	25.1	47.1	14.4	13.4	27.8
<b>English Proficiency</b>							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	191	100.0	24.7	47.3	14.3	13.7	28.0
<b>Socio-Economic Status</b>							
Subsidized meals	116	100.0	32.7	52.3	8.4	6.5	15.0
Full-pay meals	82	100.0	15.0	40.0	22.5	22.5	45.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	67	100.0	16.1	27.4	46.8	9.7	56.5
	4	58	100.0	17.9	39.3	42.9	N/A	42.9
	5	61	100.0	25.0	48.2	26.8	N/A	26.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	62	100.0	23.2	23.2	42.9	10.7	53.6
	4	62	100.0	27.9	45.9	26.2	0.0	26.2
	5	74	100.0	22.7	53.0	24.2	0.0	24.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	67	100.0	12.9	43.5	32.3	11.3	43.5
	4	58	100.0	17.9	35.7	19.6	26.8	46.4
	5	61	100.0	21.4	44.6	19.6	14.3	33.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	62	100.0	14.3	41.1	21.4	23.2	44.6
	4	62	100.0	29.5	34.4	24.6	11.5	36.1
	5	74	100.0	21.2	40.9	16.7	21.2	37.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	62	100.0	30.4	51.8	12.5	5.4	17.9
	4	62	100.0	41.0	36.1	13.1	9.8	23.0
	5	74	100.0	37.9	36.4	7.6	18.2	25.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	62	100.0	12.5	53.6	19.6	14.3	33.9
	4	62	100.0	27.9	55.7	9.8	6.6	16.4
	5	74	100.0	34.8	36.4	15.2	13.6	28.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 402)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 94.5%	100.0%	100.0%
Retention rate	0.3%	Down from 1.3%	2.9%	3.0%
Attendance rate	96.4%	No change	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	3.2%	3.2%
Eligible for gifted and talented	24.5%	Up from 23.5%	14.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.7%	Down from 7.0%	8.9%	8.2%
Older than usual for grade	0.0%	No change	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.0%	Up from 1.4%	0.0%	0.0%
<b>Teachers (n= 25)</b>				
Teachers with advanced degrees	80.0%	No change	52.8%	52.6%
Continuing contract teachers	92.0%	Down from 96.0%	85.0%	83.3%
Highly qualified teachers	100.0%	No change	93.1%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	94.6%	Up from 93.1%	88.3%	87.0%
Teacher attendance rate	92.6%	Down from 95.3%	95.1%	95.0%
Average teacher salary	\$45,993	Down 1.3%	\$41,870	\$41,703
Prof. development days/teacher	13.2 days	Down from 15.7 days	13.0 days	12.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 19.5 to 1	19.0 to 1	18.8 to 1
Prime instructional time	86.2%	Down from 89.6%	89.9%	89.8%
Dollars spent per pupil*	\$6,205	No change	\$6,054	\$6,242
Percent of expenditures for teacher salaries*	69.1%	Up from 68.9%	67.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	85.7%		89.4%	
Highly qualified teachers in high poverty schools	96.1%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Limestone-Central has a history of successes and we strive to build upon each success of the previous years. We realize that education continuously changes and we face these changes with a determination to see our students succeed in our changing world. Each of our dedicated staff, supportive Parent-Teacher Organization and School Improvement Council, and our many business partners work closely to make learning enjoyable for each of our students. LCES met all 17 of the adequate yearly progress objectives based upon performance and participation of students and student attendance. All of our staff are highly qualified and certified, and all 60 first graders attended a full-day kindergarten.

The students of LCES are exposed to a variety of programs and activities used to help them learn and prepare for the future. We continued to implement balanced literacy instruction using active and engaging lessons. In an effort to increase the performance of our students on the Palmetto Achievement Challenge Tests (PACT), we established an afternoon assistance program to assist those students needing special attention. The Accelerated Reader Program encourages students to read and we reward our students for their effort. In the 2004-05 school year, we were privileged to have a Science Coach, Math Coach and Literacy Coach. Through their leadership, our teachers gained much confidence in teaching the curriculum and our students were exposed to new strategies. The Everyday Math Program, used as a supplement plan, has already improved our math scores significantly. We expanded the "Literacy Closet," with high interest books for students to read at their independent reading level. We established a common planning time so teachers could meet at grade levels to plan for instructional improvement.

Our motto, "Letting Children Experience Success," is our driving force as we face the challenge of meeting the needs of each individual child.

Rick Wilkins, Principal  
Carol Moss, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	29	71	61
Percent satisfied with learning environment	96.4%	84.5%	91.7%
Percent satisfied with social and physical environment	92.9%	82.9%	88.5%
Percent satisfied with school-home relations	93.1%	91.3%	80.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.